DOCUMENT RESUME

ED 411 931 JC 970 544

TITLE	Characteristics of Students on Academic or Progress Probation, Spring 1992 through Spring 1995.
INSTITUTION	Southwestern Coll., Chula Vista, CA.
PUB DATE	1996-05-00
NOTE	19p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Academic Failure; *Academic Persistence; *Academic Probation; Community Colleges; *High Risk Students; Outcomes of Education; Predictor Variables; Reports; Statistical Analysis; *Student Characteristics; Student Needs; *Two Year College Students; Two Year Colleges
IDENTIFIERS	*Southwestern College CA

ABSTRACT

Between spring 1992 and spring 1995, California's Southwestern College (SWC) conducted a study on the characteristics of students on academic or progress probation. The study was done as part of the Matriculation Research and Evaluation Plan to assess academic outcomes for SWC students. The report explores the demographic and educational characteristics of students and aims to identify which ones would benefit from intervention. Aggregated records for enrolled students between 1992-1995 were examined for background and educational factors. It was found that young, female minorities are at highest risk for academic or progress probation. Young students come to SWC unprepared to deal with the rigors of college life, and as a result, over 20% are placed on academic probation. SWC must create the institutional mechanisms and climate to increase the prospects of individual student success. Immediate responses to external symptoms will not be sufficient. The fundamental teaching and learning role must be improved so that students are able to think, understand, and take responsibility on their own, enabling both educational and life success. Appendices include percent of students on academic or progress probation on a 7-semester average, with tables on demographic characteristics, educational characteristics, and high school of origin. (YKH)

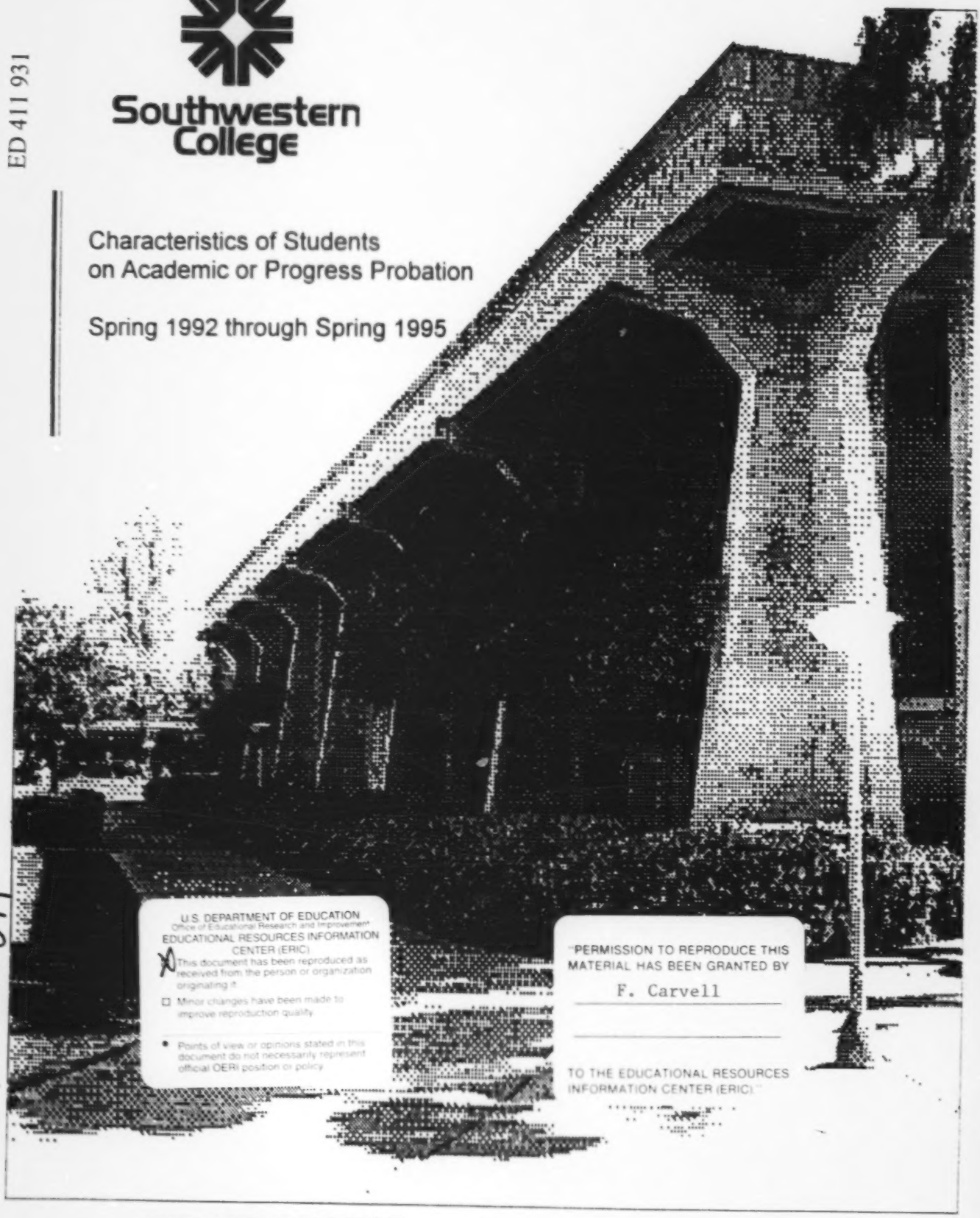
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 411 931

Southwestern College

Characteristics of Students on Academic or Progress Probation

Spring 1992 through Spring 1995



JC 970544

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
F. Carvell
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Southwestern College Governing Board

Jerry J. Griffith, President
Judy Schulenberg, Vice President
Augie Bareno, Member
G. Gordon Browning, Member
Maria Neves-Perman, President
Victoria Ramirez, Student Board Member
Joseph M. Conte, Superintendent/President

SPECIAL REPORTS

The major functions of the College Planning, Research, and Grants Development Office are to:

- Facilitate the strategic planning efforts of the College;
- Augment the information base used by the College for planning, budgeting, and decision-making;
- Conduct institutional research;
- Assist faculty and administration seek grants and obtain external public and private funding in concert with institutional goals.

In order to carry out these interrelated functions, the College Planning Office collects, analyzes and synthesizes information from a wide variety of internal and external sources to help members of the College community better understand the changing environment and operations of the College.

Special reports are intended to provide information about institutional operations, programs, services, staff and students, as well as the community at large. The topics addressed in each special report contribute to the pool of knowledge necessary for planning, assessment, and on-going decision-making processes of the College.

The Governing Board, administration, faculty, and staff increasingly must share responsibility for conducting affairs that fulfill the College mission. It is important that this collaborative responsibility be carried out in a spirit of mutual understanding of the agreed upon goals of the College. It is also essential that they share a common information base with which to assess current and future conditions so that informed choices can be made. Objective appraisal of the strengths and weaknesses of the College's operations, programs and services is an essential prelude to their improvement. Special reports are intended to supply information to help in this endeavor.

Interested parties may request copies of such reports from the College Planning Office.

Southwestern College Planning Office
900 Otay Lakes Road
Chula Vista, CA 91910
(619) 482-6302/6303

1996

Southwestern College

Characteristics of Students On Academic or Progress Probation Spring 1992 through Spring 1995

Prepared by:

Southwestern College
Research Office
900 Otay Lakes Road
Chula Vista, CA 91910
(619) 482-6303

May 1996

Characteristics of Students on Academic or Progress Probation
Spring 1992 through Spring 1995

Table of Contents

Introduction 1

Methodology 1

Limitations of Data 1

Academic and Progress Probation Defined 2

Major Findings
- Incidence of Academic and Progress Probation Among All Students 2
- Incidence of Progress Probation 3
- Timing of Academic Probation 3
- Identifying Students With Highest Academic Probation Rates 3
- Young Students At Greatest Risk 4
- Academic Probation Among Young Students From USA High Schools 5
  - Macro Segmentation Analysis 5
  - Micro Segmentation Analysis 6
  - Results of Micro Segmentation Analysis 7
- The Effect of Academic Probation on Units Attempted 9

Concluding Statement 10

Tables and Figures
- Figure 1: Percent of All Students Enrolled Who Were On Academic or Progress Probation, By Term, Fall Semesters, 1989-1994 2
- Table 1: Persistence and Academic Probation Rates of All Students Who Started in Spring 1992 3
- Table 2: Incidence of Academic Probation During Any Semester Spring 1992-Spring 1995, By Age Group 4
- Table 3: Probation Rates and Risk Factors-Students 21 Years and Younger Who Attended High School in USA, Spring 1992-Spring 1995 5
- Table 4: Units Attempted Following Academic Probation 9

Appendix

Percent of Students on Academic or Progress Probation, 7-Semester Average:
- Table 1: Demographic Characteristics A-1
- Table 2: Educational Characteristics A-2
- Table 3: High School of Origin A-3

Characteristics of Students on Academic or Progress Probation
Spring, 1992 through Spring, 1995

Introduction

This study was conducted as part of the Matriculation Research and Evaluation Plan to assess academic outcomes for Southwestern College students. This is the fourth examination of student probation rates since 1989. Consistent with previous studies, this report explores the demographic and educational characteristics of students on academic probation. This study aims to identify those students most likely to benefit from early identification and subsequent intervention activities in order to successfully reach their educational goals.

Southwestern College (SWC) conducted this study to trace trends in probation rates between 1989 and 1994, and to test an earlier finding that young, male Hispanic students from feeder district high schools experienced the highest rates of academic probation.

Methodology

The approach used in this study was to analyze aggregated records for students enrolled at any time during a seven semester period between Spring, 1992 and Spring, 1995. This investigation included a total of 50,251 individual students. For these students, historical data from the college mainframe computer were examined for the following 18 factors:

Gender
Age
Ethnic Group
Marital Status
Educational Goal
Matriculation Status
ZIP Code
High School Attended
Family Income Level
Employment Status
Plans for after SWC
Major
Units Attempted
Units Completed
Grades Earned
Academic and Progress Probation
Removal of Academic and Progress Probation
Academic and Progress Disqualification

Limitations of Data

Values for some variables such as high school, family income level and ZIP code were taken from the college application form. These self-reported values may be less accurate than values generated by the college, such as grades earned and probation status. Therefore, any evaluation of findings should be considered in light of these limitations.

Academic and Progress Probation Defined (SWCCD Policy No. 6035)

Academic Probation: A student who has attempted 12 units or more at Southwestern College shall be placed on academic probation when his/her cumulative grade point average (GPA) falls below 2.0

Academic Disqualification: A student on academic probation status is disqualified when his/her semester grade point average falls below 2.0 for two consecutive semesters. A student whose semester grade point average equals or exceeds 2.0 but whose overall grade point average remains below 2.0 shall remain on academic probation.

Progress Probation: A student who has attempted 12 units or more at Southwestern College shall be placed on progress probation when his/her total units at Southwestern College include fifty percent or more of W (Withdrew), I (Incomplete), or NC (No Credit) grades.

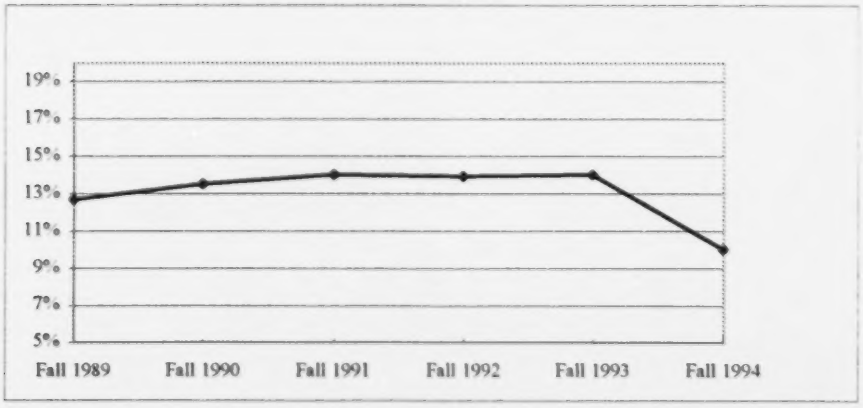
Progress Disqualification: A student on progress probation is disqualified when his/her semester units of W, I or NC exceed 50% of the units attempted for two consecutive semesters. A student whose semester units completed equals or exceeds fifty percent of the units attempted but whose overall units show fifty percent or more of W, I or NC remains on progress probation.

MAJOR FINDINGS

Incidence of Academic and Progress Probation Among All Students (N=50,251)

Previous SWC studies (1991, 1992 and 1993) used a combined measure of both academic and progress probation for analysis. Figure 1 displays this combined probation rate for a total of six fall terms. After hovering between 13% and 14% since 1989, the combined probation rate showed an encouraging drop to 10% for the fall term of 1994. The establishment of this baseline measure will permit future comparisons to determine whether the drop in Fall 1994 signals a continuing decline in probation rates.

Figure 1
Percent of All Students Enrolled Who Were On Academic or Progress Probation, By Term
Fall Semesters, 1989 - 1994



Note: In fact, the decline in probation rates was short lived. The dip to 10% in Fall 1994 yielded to an increase in Spring 1995, when the combined rate for academic and progress probation was 11.5%. Only by continued monitoring of these measures over a prolonged time period will it be possible to separate momentary fluctuations from general trends in probation rates.

Incidence of Progress Probation

Appendix Tables 1, 2 and 3 indicate that the rate of progress probation, although slightly higher for some young minority students, did not vary noticeably as a function of a student's demographic or educational characteristics. Rather, it appears that about 2% of all students were on progress probation at any time, regardless of age, ethnic group, major or high school. By comparison, students were placed on academic probation at about 4 times the rate of progress probation, and academic probation did appear to be related to other student characteristics. For this reason, this study focused on the more sensitive measure of academic probation as an indicator of student performance.

Timing of Academic Probation

This study sought to identify when in a student's academic career he or she was most likely to be placed on academic probation. To do this, we examined a subset of 2935 students of all ages who started at SWC in Spring, 1992. Table 1 illustrates the number and percentage of students placed on their first term of academic probation during each semester studied. Of 2935 new SWC students, 65 were placed on academic probation at the end of their first semester, and nearly as many (52) were placed on progress probation. Thus, at the end of the first semester, academic probation and progress probation occurred at roughly same rate. But after the first term, the academic probation rate for this cohort rose to 9% while the progress probation rate never exceeded 5%, and the disparity between academic and progress probation rates remained large. Students were placed on academic probation at a rate that was generally at least twice the rate of progress probation. This was consistent with the finding for all 50,251 students that from 2% to 3% of the population was on progress probation during any term.

Table 1

Persistence and Academic Probation Rates of All Students Who Started in Spring, 1992 (N=2935)

	Spring 92		Fall 92		Spring 93		Fall 93		Spring 94		Fall 94		Spring 95	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Academic Probation	65	3%	83	9%	57	8%	55	11%	29	7%	27	8%	16	6%
Progress Probation	52	2%	43	5%	28	4%	16	3%	4	1%	5	2%	2	1%
Total Enrolled* (Persistence Rate)	2935	100%	940	32%	686	27%	501	20%	446	17%	336	13%	292	11%

* Students attempting at least 1/2 unit during the semester.

Identifying Students With Highest Academic Probation Rates

As noted earlier, although the trend in the combined academic/progress probation rate for all students appears encouraging, the academic probation rate remained high among certain categories of students. This study sought to identify which students were experiencing the highest rates of academic probation.

As shown on Table 2, this study includes the use of a measure not found in previous studies, the incidence of academic probation at any time during the 7 terms studied. The use of this variable makes it possible to answer the research question "Was this student ever placed on academic probation during the semesters studied?" This variable is computed differently than averaging the percent of a cohort on probation in a given term, so "rates of probation incidence" do not compare identically with previously reported "rates of probation," nor does probation incidence compare directly with semester averages displayed on the Appendix Tables. It is important to note that this measure may vary as a function of the number of terms included. (For example, incidence of probation could be slightly higher if 10 semesters are studied than if 5 semesters are studied.) Although it is not directly comparable with previous measures, using the incidence of probation (percent ever on probation) permits statistical comparisons of groups over several terms, to answer the research question "Is there a meaningful difference in probation rates between various groups of students?"

Young Students At Greatest Risk

Table 2 shows that only 5.8% of the older students (> 21 years) were placed on academic probation during the seven semesters studied. The difference between older and younger students was statistically significant ($p < .05$).

Of the total sample of students, 23,117 or 46% were age 21 or younger (<= 21 years). Of these, 4822 or 20.9% were placed on probation for at least one semester. Among these younger students, 20,952 or 90.6% attended high schools in the United States (USA). As detailed on Table 2, young students (age 21 years or younger) who attended high school in the USA had a probation incidence of 21.8%, that is, they were placed on academic probation for at least one term between Spring, 1992 and Spring, 1995.

This finding is consistent with three previous SWC studies (1991, 1992 and 1993) which revealed that younger students experienced the highest probation rates. All further analyses in this study focused on these young students.

Table 2
Incidence of Academic Probation During Any Semester
Spring 1992 - Spring 1995
by Age Group

	All High Schools				USA High Schools	
	Older Students > 21 Yrs.		Younger Students <= 21 Yrs.		Younger Students <= 21 Yrs.	
Terms Academic Probation	N	Percent	N	Percent	N	Percent
One	1084	4.0%	2674	11.6%	2502	11.9%
Two	323	1.2%	1182	5.1%	1141	5.4%
Three	101	0.4%	607	2.6%	582	2.8%
Four	41	0.2%	245	1.1%	239	1.1%
Five	17	0.1%	82	0.4%	80	0.4%
Six	3	0.0%	30	0.1%	28	0.1%
Seven	1	0.0%	2	0.0%	2	0.0%
Percent Ever on Probation	1570	5.8%	4822	20.9%	4574	21.8%
Cohort N	27,134	100%	23,117	100%	20,952	100%

Academic Probation Among Young Students (N=20,952) From USA High Schools
Macro Segmentation Analysis

After identifying age and USA high school as significant predictors of academic probation, the current study explored the relationship between probation and other demographic variables by means of segmentation analysis, a relatively new computer statistical technique that divides the total population of students based on the identification of variables that are highest predictors of being placed on probation. The first (macro) segmentation of all young students from USA high schools (N=20,952) was limited to three variables: 1) high school of origin, 2) ethnic group, and 3) gender. Findings from this analysis are displayed on Table 3, showing four groups identified with higher probation rates than the total group of young students, who had an average probation rate of 21.83% over a seven semester time period. (The average for all young students is shown in the shaded area of the table.)

Table 3

Probation Rates and Risk Factors - Students 21 Years and Younger
Who Attended High School in USA (N=20,952)
Spring 1992 - Spring 1995

Group	High School of Origin	Ethnic Group	Gender	N	Percent of Cohort	Academic Probation Rate	Percent Above Average
1	SUHSD Coronado Marian	Hispanic	Male	4022	19.2%	31.58%	45%
2	SUHSD Coronado Marian	Hispanic	Female	4463	21.3%	25.77%	18%
3	SUHSD	Filipino, Afr. Amer Asian/P.I. Other	Male	1618	7.7%	25.65%	17%
4	San Diego County & Other California	Afr.Amer. Asian/P.I.	---	717	3.4%	23.57%	8%
	All Young Students from USA High Schools	---	---	20,952	100%	21.83%	---

As shown on Table 3, young, male Hispanic students were placed on academic probation at a rate of 31.58%. This rate was 45% above the average (21.83%) for all young students who attended high school in the United States. All students in Group 1 were placed on academic probation at a rate that was statistically equivalent, whether students originated from a school in the Sweetwater Union High School District (SUHSD), Coronado High, Marian High, or from a SUHSD Adult School. This finding is consistent with previous SWC studies (1991, 1992 and 1993) which found that young, male Hispanic

BEST COPY AVAILABLE

students from SUHSD feeder institutions experienced the highest rates of academic probation. However, it offers further insight by including Coronado and Marian graduates in the same risk category.

In the macro investigation, young female Hispanic students experienced the second highest rate of academic probation (25.77%). As shown on Table 3, this rate was 18% above the average for all young students. Young female Hispanic students had statistically equivalent probation rates, whether they attended a SUHSD High School or Adult School, Coronado High, or Marian High.

Table 3 also reveals that all other non-Anglo males (N=1618) shared an average probation rate of 25.65% -- nearly the same as the Hispanic females (25.77%). These minority males had attended SUHSD high schools and adult schools, and their probation rate was 17% above the average for all young students.

The fourth group outlined on Table 3 consists of 717 African American, Asian and Pacific Islander students who had attended non-SWC District high schools in California. For this group, gender was not significant - males and females had equivalent probation rates. These students went on academic probation at a rate that was 8% above the average for all young students.

The four groups on Table 3 comprise all the young students with the highest rates of academic probation. All other students were placed on academic probation at rates at or below the average rate of 21.83% during the seven semester study. The findings from the macro segmentation analysis support previous results and shed further light by identifying which groups of students experienced the second and third highest rates of academic probation.

Academic Probation Among Young Students (N=20,952) From USA High Schools
Micro Segmentation Analysis

After the macro analysis identified large groups of students experiencing high rates of academic probation, this project conducted a closer examination that added three additional variables: 1) educational goals, 2) employment status, and 3) type of academic major. The addition of these variables to the micro analysis generated smaller subgroups with shared characteristics. For this analysis, academic majors were grouped into 12 types such as "Business Related," "General Studies," and "Math/Sciences," as outlined on Appendix Table 2.

The first finding of micro segmentation analysis was that the type of major was not related to academic probation rates for young students. However, educational goals were associated with probation rates for females, and employment status was related to academic probation for males. Groups at highest risk for academic probation could be separated out by including these two factors. The six groups formed by micro segmentation analysis are discussed below.

Academic Probation Among Young Students (N=20,952) From USA High Schools
Results of Micro Segmentation Analysis

Group 1	34.3% Probation Rate N=309	57% Above Average 1.5% of All Young Students

Characteristics:

- Hispanic
- Female
- Attended SUHSD High School or Adult School, Marian or Coronado High
- AA Educational Goal
- Employment Status Not Significant

By including Educational Goal and Employment Status for a closer look at student characteristics, it was possible to separate out a small group of Hispanic women (N=309) who experienced the highest occurrence of academic probation. These young students had declared a goal of earning an associate's degree and they came from SUHSD High Schools and Adult Schools, Coronado and Marian High Schools. As for all young females, employment plans were not related to academic probation. These students were 1.5% of the population of young students.

Group 2	32.4% Probation Rate N=3599	48% Above Average 17.2% of All Young Students

Characteristics:

- Hispanic
- Male
- Attended SUHSD High School or Adult School, Marian or Coronado High
- Educational Goal Not Significant
- Working or Seeking Work

Group 3	24.59% Probation Rate N=423	13% Above Average 2% of All Young Students

Characteristics:

- Hispanic
- Male
- Attended District High School or Adult School, Marian or Coronado High
- Educational Goal Not Significant
- Not Working, Not Seeking Work

Micro analysis split male Hispanic students into two groups (Groups 2 and 3) based on their employment status (as reported on the college application). Probation rates for these students ranged from 32.4% among those seeking work or working full time to 24.59% among those not planning to work while attending SWC. These rates exceeded the overall rate for young students by 13 to 48 percent. As for all young men, educational goals were not related to academic probation. These Hispanic males were students from SUHSD High Schools and Adult Schools, grouped with Coronado and Marian High School graduates because their probation rates were statistically equivalent. With 3599 students, Group 2 was the largest single cluster, totaling 17.2% of all young students.

The identification of Groups 2 and 3 indicates that, although Hispanic males who were working or seeking work experienced the highest rate of academic probation, male Hispanic students who did not work also were placed on academic probation at rates well above the average for all young students. Thus, although the need for these students to devote their energies to work could be identified with academic difficulty, students who did not plan to work during college were still at risk for academic probation. This suggests that there are other, unmeasured factors identified with these students that may have compromised their academic success.

Group 4	27.97% Probation Rate N=1784	28% Above Average 8.5% of All Young Students

Characteristics:

- Hispanic
- Female
- Attended SUHSD High School or Adult School, Marian or Coronado High
- Vocational, Basic Skills, GED or Undecided Educational Goal
- Employment Status Not Significant

If they were undecided or declared a goal of vocational training, basic skills or GED on the college application, Hispanic females had the third greatest rate of probation (27.97%). The rate for Group 4 was 28% above the average for all young students. Like their male counterparts, Hispanic females were combined regardless of whether they had attended a SUHSD school, Coronado High or Marian High. Employment plans were not related to probation rates among young Hispanic female students.

Group 5	25.65% Probation Rate N=1618	17% Above Average 7.7% of All Young Students

Characteristics:

- Filipino, African American, Asian, Pacific Islander, Other Ethnicity
- Male
- Attended SUHSD High School or Adult School
- Educational Goal Not Significant
- Employment Status Not Significant

Minority males comprised Group 5, with a probation rate of 25.7%, 17% above the average. This group did not include minority males from Coronado or Marian High Schools. Employment plans and educational goals were not predictive of probation rates for these 1618 students.

Group 6	23.57% Probation Rate N=717	8% Above Average 3.4% of All Young Students

Characteristics:

- African American, Asian, Pacific Islander
- Gender Not Significant
- Attended Non-SWC District California High School
- Educational Goal Not Significant
- Employment Status Not Significant

Gender was not a significant predictor among students in Group 6. This finding means that, regardless of gender, African American students, Asians and Pacific Islanders from non-SWC District high schools in California had a probation rate that was 8% above average when compared with all other young students. For these students, employment plans and educational goals were unrelated to probation rates.

These six groups describe all students who went on academic probation at a rate higher than the average rate for all young students. For other groups identified in segmentation analysis, the probation rate was at or below the average for all young students. An example of another group is Filipino and Other students from other San Diego County high schools (N=1078) whose probation rate was 17.16%, well below the average (21.83%) for all young students.

By taking the segmentation analysis to a micro level, it was possible to identify characteristics of a small group of female Hispanic AA students who had the very highest incidence of academic probation during the 7-semester study. The formation of this and the other risk groups may be helpful to instructors and counselors in recognizing that educational goals are significant predictors for female students, and work schedules are important predictors for male students.

The Effect of Academic Probation on Units Attempted

In attempting to describe the effect of academic probation on student behavior, some campus observers have suggested that students become discouraged after being placed on academic probation, taking a reduced unit load the following term. If this were the case, probation could trigger further decline in academic attainment. This study examined whether being placed on academic probation had any relationship with the unit load attempted by students in the following term. Table 4 demonstrates that probation students attempted nearly the same number of units as non-probation students. In fact, during two of the six terms studied, probation students attempted more units, on average, than non-probation students. This finding questions whether any relationship exists between probation status and units attempted.

Table 4
Units Attempted Following Academic Probation

Probation Previous Term?	Avg. Units Fall 1992	Avg. Units Spring 1993	Avg. Units Fall 1993	Avg. Units Spring 1994	Avg. Units Fall 1994	Avg. Units Spring 1995
YES	9.48	9.76	9.25	9.73	8.98	9.19
NO	9.72	9.44	9.66	9.39	9.51	9.79
DIFFERENCE	-.24	.32	-.41	.34	-.53	-.60

BEST COPY AVAILABLE

CONCLUDING STATEMENT

As with all social research, this study was limited to those factors that can be measured and are available to the researchers. In this case, the fact that students end up on probation does not explain why they do so. Nevertheless, for the first time, this study goes deeper than ever before into describing the characteristics of SWC students who are placed on probation and identifying the characteristics of those who have highest risk of doing so.

Clearly, the youngest students at SWC are at greatest risk of having academic difficulty, as measured by probation rates. Over 20% of students under the age of 22 were placed on academic probation for at least one term during a seven semester study, compared to about 6% of the older students. Nearly 1/3 of students attending our college falls into this traditional age group, and a much higher proportion (almost half) of our full-time students are under age 22. Also, this study shows a risk for ethnically diverse students, now totaling about 75% of the student body. The significance of age and ethnic diversity is of fundamental importance to the college in meeting its mission -- because of SWC institutional demographics, issues of academic success will continue to grow rather than diminish.

Many young students come to SWC unprepared academically or socially to deal with the rigors of college classrooms or campus life. As a result, too many (nearly 50%) leave before their second semester, or if they stay, their grades are less than satisfactory (GPA of 2.0). Obviously, these findings are not reflective of student learning or attainment of their educational goals. The probation problem has further implications for many under represented students. SWC is, by geographic proximity and comparative economic advantage, their most appropriate path to higher education. This research study shows how perilous that path can be for various groups of students.

The problem of facilitating student academic success in college is complex. The challenge for Southwestern College is to create the climate and institutional mechanisms to increase the prospects of individual student success. Yet, no singular strategy will work. Otherwise, we may spend more time and resources responding to external symptoms rather than on the improvement of our teaching and learning role as a college. The task at hand for SWC is beyond merely teaching students to read, but must include teaching them to understand; not only how to compute, but to comprehend; not only how to perform in the work place, but to grasp relationships; not only to do what they are assigned, but to develop responsibility for their own learning; not only to make decisions, but to understand the consequences of the choices they make. These are the challenges of educators everywhere, but they are especially germane to SWC where the diversity and learning needs of the students grows with each semester. The consequence of failure by our students as self-sufficient citizens, productive workers, and caring parents is far greater than being placed on academic probation. This study is a step toward informing the Governing Board, administration, faculty, staff and students themselves about the magnitude and nature of academic probation so that we can respond to increasing cultural diversity, a multitude of learning styles, and the changing social , educational and technological preparedness of our students.

Characteristics of Students
on Academic or Progress Probation
Spring 1992 through Spring 1995

Appendix Tables

Percent of Students on Academic or Progress Probation,
7-Semester Average:

- Table 1 Demographic Characteristics
- Table 2 Educational Characteristics
- Table 3 High School of Origin

Appendix Table 1

Percent of Students on Academic or Progress Probation
7 Semester Average (Spring 1992 - Spring 1995)
Demographic Characteristics

All Students	N 50,251	Percent of Sample	Academic 9% *	Progress 2%
Ethnic Group				
Asian/Pacific Islander	1837	4%	8%	2%
African American	3116	6%	11%	3%
Filipino	5718	11%	9%	2%
Hispanic	20908	42%	13%	3%
Anglo	13941	28%	4%	2%
Other	1861	4%	9%	2%
Age Group				
17 to 21 Years	23117	46%	14%	3%
22 to 30 Years	11206	22%	6%	2%
> 30 Years	12977	26%	3%	2%
Gender				
Female	25744	51%	8%	2%
Male	24492	49%	11%	3%
Marital Status				
Single	30476	61%	12%	3%
Divorced/Separated	4333	7%	5%	3%
Married	15420	31%	4%	2%
Income Level				
< $10,000	8489	17%	11%	3%
$10,001 - $30,000	16869	34%	14%	2%
> $30,000	11555	23%	7%	2%
Employment				
Employed	30415	61%	9%	2%
Seeking Work	13269	26%	12%	3%
Not Seeking or Working	6405	13%	8%	2%

* This average is computed differently from "incidence" figures in segmentation analysis, and therefore it is not directly comparable.

BEST COPY AVAILABLE

Appendix Table 2

Percent of Students on Academic or Progress Probation
7 Semester Average (Spring 1992 - Spring 1995)
Educational Characteristics

All Students	N 50,251	Percent of Sample	Academic 9% *	Progress 2%
Educational Goal				
BA	18145	36%	10%	3%
AA	3526	7%	10%	2%
Vocational Degree/Cert.	2040	4%	10%	2%
Job/Career	8281	17%	7%	2%
Basic Skills/GED/Other	6477	13%	9%	3%
Undecided	8867	18%	11%	3%
Matriculation Status				
Exempt	4758	10%	5%	2%
Matriculating	41813	83%	10%	3%
Degree Holder	3680	7%	1%	2%
Type of Major				
Undecided	8496	17%	12%	3%
Self-Improvement	5637	11%	5%	2%
Job Advancement	1257	3%	4%	2%
General Studies	2198	4%	10%	2%
Admin. Justice	3815	8%	11%	2%
Business Related	8732	17%	9%	2%
Engineering/Technical	4781	10%	9%	2%
Arts/Humanities	4038	8%	11%	3%
Health Occupations	4390	9%	8%	2%
Human Service/Education	4040	8%	9%	2%
Math/Science	2531	5%	10%	2%
Recreation/Hospitality	318	< 1%	11%	1%
Unit Load Preceding Term				
< 6 Units	-	-	4%	1%
6 - 9 Units	-	-	7%	2%
9 - 12 Units	-	-	11%	2%
> 12 Units	-	-	6%	1%

* This average is computed differently from "incidence" figures in segmentation analysis, and therefore it is not directly comparable.

BEST COPY AVAILABLE

Appendix Table 3

Percent of Students on Academic or Progress Probation
7 Semester Average (Spring 1992 - Spring 1995)
High School of Origin

All Students	N 50,251	Percent of Sample	Academic 9% *	Progress 2%
High School				
Bonita Vista	2625	5%	11%	2%
Castle Park	2272	5%	14%	3%
Chula Vista	2587	5%	13%	3%
Eastlake	N/A	N/A	N/A	N/A
Hilltop	2388	5%	12%	2%
Mar Vista	1858	4%	13%	3%
Montgomery	2728	5%	13%	2%
Southwest	2409	5%	16%	3%
Sweetwater	2360	5%	15%	3%
SUHS District Total	*19,227*	*38%*	*13%*	*3%*
District Adult Schools	2309	5%	12%	4%
Coronado & Marian	844	2%	8%	2%
Out of District				
Morse, MM, SDHS[1]	2615	5%	12%	2%
All S.D. County[2]	6447	13%	10%	2%
Other CA	4477	9%	7%	3%
Other USA	6727	13%	2%	2%
Mexico	3078	6%	6%	3%
Philippines	1661	3%	3%	1%
All Foreign[3]	5769	12%	5%	2%

* This average is computed differently from "incidence" figures in segmentation analysis, and therefore it is not directly comparable.

[1] Morse High School (N=1607, 3.2% of sample).
Mount Miguel High School (N=527, 1% of sample).
San Diego High School (N=481, 1% of sample).
These were the neighboring high schools with the largest numbers.
Other neighboring high schools contributed less than 1% to the sample.

[2] All SD County includes Morse, MM, SDHS.

BEST COPY AVAILABLE